The Wellesley Prelude.

VOLUME III.—NO. XVIII.

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THE WELLESLEY PRELUDE.

VOL. III. NEWTON, MASS., FEBRUARY 6, 1892. No. 18

The Wellesley Prelude.

Edited by the Students of Wellesley College and published weekly during the college year. Price $2.00 a year. Weekly copies 5 cents. Monthly copies 15 cents.

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HELEN R. STAHR, '94.
ETHEL STANWOOD, '94. ANNIE SYBIL MONTAGUE, '79.
MISS CAROLINE MUDGETT, Sp.

All literary communications from the students of the college should be sent to the LITERARY EDITOR OF THE PRELUDE, through the PRELUDE box in the general office. Literary communications from outside the College should be directed to the Alumnæ Editor, Miss Annie Sybil Montague, Wellesley College Wellesley, Mass.

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EDITORIALS.

A most unwelcome visitor has made her abode within our College, and unless some way is taken to banish her, she is liable to accomplish serious mischief. She is no distinctively modern evil, nor is she indigenous to Wellesley. Virgil knew her and called her Fama. We may call her Rumor. If we consider a moment we can think of many instances of her pernicious character. Two weeks ago she made her presence particularly obvious and unpleasant. We heard mysterious reports to the effect that an entire class was conditioned in a recent examination. Before certain examinations took place the wildest reports were circulated as to their character, which caused much quaking and trembling among the credulous. A certain seemingly authenticated report asserted that all students having deficiencies in any branch would be excluded from the class lists, and great was the excitement until the report was denied. Where these reports originate is a mystery, but, once started, they fly about from one student to another, often causing much excitement and no little alarm until they are denied, or die of their own lack of substantiality. Should some of these reports reach the outside world, the fair fame of our College would be seriously injured. When seven hundred students are gathered together as at Wellesley, all bound to one another by common interests, and in great measure shut off from the different interests of the outside world, it is perhaps natural that there should be more or less gossip and discussion about college matters. All the more, then, should we guard ourselves from the danger of believing and circulating reports which are obviously false, and which can have had no other origin than the active brain of some especially imaginative student. Let us not indulge in college gossip. A false rumor may do serious injury within the College, and if it reach the outer world, it may reflect seriously upon the reputation of Wellesley and furthermore, upon our character as college women. Rumor is a dangerous inmate. Let us individually resolve to shun her.

Many of the students who will leave College this year have applied for positions in the Teachers' Registry. So large a proportion in fact, have availed themselves of this privilege,

that one is tempted to ask if all the Wellesley students are to become teachers. Many of them, of course, are pre-eminently fitted by inclination and preparation for such an employment, and apply for a position as teacher, rightly thinking that there they will find their best field for development and usefulness.

Many other students, however, turn to teaching merely because there seems to be no other opening for them, and as a result, we find many half-hearted, incompetent teachers scattered over the country. It would be well for every student who intends to be self-supporting to consider her taste and inclinations thoroughly before she determines in what direction she shall turn her talents upon leaving college.

If she feels that she has a talent for teaching, then a teacher's position is the one which she should certainly fill. On the other hand, perhaps, her inclination would lead her to study medicine, or to the vocation of a business life. Then, if possible, she should follow this inclination, and not look to teaching as her only resource. There are many and various occupations open to the women of today, and in all she is proving herself competent and responsible. We have women physicians, lawyers, architects and journalists, who have been more than successful in their chosen callings, and whom the world applauds and honors. And yet a great proportion of the Wellesley students ignore such branches of work and become teachers, because they think this the only field open to them. The question should appeal to every student who expects to be self-supporting. The usefulness, development and happiness of a lifetime depend upon it.

The following clipping from the *Century* is interesting as showing the comparison between the health of the English college student and her American sister.

The average health of the American college student seems to be higher than that of her English compeer — probably accounted for by certain college physical conditions — but the American student who has "studied severely" does not appear to recover as high a tone after leaving school as the English woman. The proportion of Americans who report bad health on entering college is twenty-five per cent., of English women only eight per cent Such figures throw a side-light on the ordinary hygienic condition of American well-to-do homes. While a large proportion of American college graduates marry, a larger proportions are childless. A smaller proportion of them are engaged in educational work — in other words, more American college-bred women are absorbed in the home and philanthropic work of the nation, and so act as an invaluable leaven.

Wellesley, from a Teacher's Stand-point.

Is there anything which a teacher is not expected to know or to be? Reviewing the experience of the past few years, I can positively affirm that her virtues are popularly supposed to be as comprehensive as was Jacques' melancholy: "Compounded of many simples, extracted from many objects." The cynosure, because to a certain degree the centre of the little community which constitutes her field of action, she is a mark for the most critical regard, internally, externally, and eternally. Her dress, gait, manners, conversation, and alas, too often her intelligence, are conscientiously discussed and freely (not conscientiously always) commented upon. Judging from the requirements named by chool superintendents and principals, there is not an existing charm which should not be found in her category. I quote the following as a fair example of the demands of these authorities: "Please send me a teacher for Latin and mathematics. She must be of strong religious views, engaging in manner, of dignified and pleasing appearance, a good disciplinarian, possessing perfect tact and the ability to impart knowledge as well as a most thorough understanding of her subject. In

recommending, please choose someone qualified also to teach psychology, literature, and some of the sciences, as classes in these subjects will doubtless be necessary to fill out vacant time." The above is by no means exaggerated. Every year hundreds of just such letters are written, and each year, the large majority of Wellesley's graduating class go forth to meet just such demands, but she who satisfies them, every one, is a rara avis among women. Fresh from the ideal life of "the college beautiful," with its atmosphere of letters, of lofty aims and noble example—a charmed atmosphere, where even domestic work has been proven "a thing of beauty," though possibly not "a joy forever"—the prospective teacher comes, a little roll of theories, beautifully intact, under one arm. For four years the songs of poet and philosopher have rung in her ears—for four years hers has been an idyllic existence, amid congenial surroundings, work and friends. Has the very harmony and inertia of her life seemed at times monotonous, while she longed for a more eventful activity, it is ended now. The days for dreaming have fled, the time for actualities is at hand. Perhaps destiny has decreed that she gain her first experience of this new life in the public schools of some remote town. Soon she wonders how the town existed prior to her coming. She finds herself not only expected to hear from eight to ten recitations a day (preparation for which must be made outside of school hours) and to discipline her school, but to take an active part in teachers' institutes, church socials, missionary and prayer meetings, literary societies and all projects of the village improvement society. Is a new piano wanted at the Young Men's Christian Association rooms, her wit must devise a way to obtain it. Are the Methodist society planning an addition to their church, her hearty co-operation must assist in materializing it. If the minister is interested in the question of ballot reform, who presumably so well-fitted to discuss the subject with him, as this same college-bred woman? There is no limit to the learning she is supposed to have acquired during those four years, from the latest scientific research to the last fad in dress-reform. Nor is less expected if fate has placed her in a boarding-school. Hours are longer and the round of duties more miscellaneous possibly, but always and everywhere the same high opinion of a teacher's ability prevails. Is too much expected of us? With a few limitations I think not. Parents give their sons and daughters into our keeping to be trained by our precept and example, it could hardly be supposed that less than the best would be expected of us in return. The question which arises then is, how this large body of Wellesley women can best prepare to embody the lofty impression current concerning their powers, for while there is an element of absurdity in it, yet I don't believe any one of us wishes it were lower. And first, dear girls of Wellesley, it seems to me the one lack of Wellesley's curriculum is that evanescent trifle, time—the great desideratum, that her graduates go out into the world, thoroughly well acquainted with their own needs, the needs of humanity in general, and with fewer theories and more practical knowledge for meeting those needs. Can you not recall a crowded schedule, with barely time for a good-morning to your roommate and abbreviated lunch and exercise hours, when days were one long rush from one lesson to the next, and study ceased for the time to be a delight, while the problem which confronted you, was how to crowd twenty-five hours' work into fourteen. And when you had failed, as in the natural course of events you were bound to do, did you not sometimes (even then) think that perhaps you might be attempting too much and wonder if your values in profit and loss would equate. Perhaps it was an extra elective in metaphysics that

tempted you, but it was to the exclusion of that general reading you had hoped to do, while the price was further paid in the loss of little courtesies to your friends as well as in your own physical and mental vigor. It has been said that college-trained women cannot afford to be out of touch with the times: it is doubly true of the college-trained teacher, since nowhere is a spirit of wide-awake interest in the outside world, a more potent factor than in the school-room. You are to lead your pupils to think—that is primarily the object of all education—but at the same time you must be to them a general fund of information and sympathy. It is the law of cause and effect—success in the first instance only grows out from success in the last. Proportionally as you enter into the tastes and hopes of your pupils, will you gain an influence over them. It is a truism which perhaps cannot be too often repeated, that the most successful teacher is she who can most nearly put herself in her pupil's stead, and, for the moment looking through his eyes, grasp his difficulties. The power to do this will not come from living among Greek roots (though the training these form may enable one to meet these difficulties,) but from a genuine sympathy and comprehension of human nature. Many are the ways in which this may be secured, but chiefly and briefly, by living less within self: by not allowing work to monopolize time and thought to the sacrifice of one's interest in her friends and fellow-students: by keeping informed and so interested in social questions of the day and great national movements; by dwelling more in the vital present and less in a dead past. Again, some of us remember, when at Wellesley we talked of that rosy-hued future which awaited us as teachers, that always the positions which figured in our glowing fancies were those requiring a single subject to be taught. A little contact with teachers' agencies served to disillusionize us, and we were only too thankful to accept a position to teach not more than three different subjects. Since this is largely the case, and only the few of the great number of inexperienced teachers are called to any one special department, it would hardly seem expedient for the Wellesley girl in training for this field, to specialize too closely. Each detail of the college course will at some time prove of use, even Freshman elocution, and, if you are to meet one-half the interrogation points of inquiring young America, you have need of a broad basis in your work. Equipped then with a generous interest in and warm sympathy for other people, together with the Wellesley training, it does not matter greatly that this teacher has had no special study of methods, though the course in pedagogy, recently opened would doubtless supply any such need, were it felt: while equally valuable might be a study of the methods used by her own instructors. This too needs that trifle mentioned at the beginning, time, or better a well-balanced program, where one is not in constant terror of "missing connections." And with this will come opportunity for greater physical development. You have begun to suspect, perhaps, that teaching does not offer a bed of roses, any more than most pursuits of the working world. And this is true, for, perhaps more than any other occupation for women, it furnishes a tremendous nervous strain. You cannot afford then, whether you expect to make it your work for five years or twenty-five years, to undertake it with anything less than the best physical development.

Well, more time is the substance of my story, I cannot tell what you and other men think of this plea, but for my single self I seem to have exhausted an alarming amount of this precious commodity, so perhaps it is well just here to leave the subject to your discussion.

Jessie E. Allen, '87.

Harvard has had thirty of her graduates governors of states.

COLLEGE NOTES.

WEEKLY BULLETIN.— Monday evening, Feb. 8. Lecture by Mr. Gamaliel Bradford.

Saturday, Feb. 13, at 4 P. M. Lecture by Dr. Albert Shaw, on "Problems of Great Cities."

Sunday, Feb. 14. Preaching by Rev. P. S. Moxom, Boston.

Monday, Feb. 15. Concert by pupils.

The observation of the Day of Prayer began on Wednesday evening, January 27, when at nine o'clock a prayer meeting was held in the Faculty parlor, to pray that the coming day might bring a blessing to the college. The next morning at ten o'clock all the classes held prayer meetings, and at eleven the chapel was filled to the last seat. Dr. Charles Cuthbert Hall, of Brooklyn, New York, was the minister of the day. Rarely has our chapel seen so inspiring a service. Every soul seemed to feel it. Dr. Hall's text is found in Matthew xxiii. 23: "These ought ye to have done, and not to leave the other undone." His theme was the "All 'Round Life." Dr. Hall compared one's life to a tree which stands where winds of all kinds blow upon it, and he showed how the winds of æstheticism, specialism, humanitarianism, ritualism and evangelicalism should all aid in moulding life, but no one should be allowed to prevail so that there should be any one-sidedness. In the evening, Dr. Hall made a short, inspiring address upon the text found in Romans xii. 6: "Whether prophecy, let us prophesy according to the proportion of faith." The day was one which Wellesley cannot forget, for Dr. Hall has given us inspiration for a long time to come.

Miss Frances Lucas, '93, has been elected news editor of the PRELUDE.

We read in the *New York Tribune* that at a meeting of the Torrey Botanical Club held at Columbia college, "Miss Grace E. Cooley, of Wellesley college, gave an interesting lecture on the flora of Alaska. Miss Cooley visited Alaska last summer with a party of explorers and botanists, and secured a fine collection of plants and flowers."

Phi Sigma held its regular program meeting last Saturday, in Society hall.

Miss Emily Meader and Miss Esther Bailey, '91, visited the college last week.

The regular meeting of the Shakespeare Society was held in the Art Library, on Saturday evening, January 30. The following was the program:

TRAGEDY IN SHAKESPEARE.

I. Shakespeare News.
MISS STAHR.

II. Comparison of Hamlet with Pre-Shakespearian Tragedy.
MISS OSBORNE.

III. Dramatic Representation: Hamlet, Act I. Scene 5.
Hamlet, MISS EMERSON.
Ghost, MISS ELEANOR GREEN.
Horatio, MISS POPE.
Marcellus, MISS CONNER.

IV. Study of the Conceptions of the Character of Hamlet,
MISS CORNELIA GREEN.

V. Dramatic Representation: Hamlet, Act III. Scene 1.
Hamlet, MISS EMERSON.
Ophelia, MISS STIMSON.

VI. Ophelia's Songs,
MISS CONVERSE.

VII. Character Studies.
1. Polonius,
MISS WILKINSON.
2. Laertes,
MISS REID.
3. Queen,
MISS GAGE.

VIII. Questions:
1. Can we justify Hamlet's conduct toward Ophelia? toward the Queen?
2. How much does the development of the tragedy depend upon Hamlet himself, and how much upon his environment?
3. What is the function of the supernatural as illustrated by the ghost in Hamlet?

Miss Caroline Jacobus, '95, will not have her abode henceforth in College hall, but will take up her residence in Auburndale, coming up as a day scholar.

Miss Caroline Dresser, '90, spent last Sunday with Miss Candace Stimpson at Waban.

Miss Marianna Blood, '91, spent last Sunday at Norumbega.

The gymnasium is well patronized by the girls now on Saturday and Monday evenings, when dancing is on the tapis, and there is much fun and merriment, but still there is a great lack of music. On Monday nights, when there is a concert, and there is only just so much time to dance, it seems a pity to waste so much valuable time in the long waits which are caused by the over reluctance of the girls to play. If there were a little less coquetting, and a little more desire to give the other girls pleasure, on the part of the girls who can play, these good times would be even better.

The Freeman girls were happy last Sunday because of the presence of Miss Marion Parker, '91, and Miss Sue Lum.

On Wednesday evening, January 27, Prof. Hayes gave a very interesting talk in the Art Library on "the Motions of the Moon." The guests of the occasion were the Juniors who are electing mathematics, and the Juniors who were at Simpson last year.

Dr. S. S. Matthews of the New West Education Commission preached last Sunday morning. Dr. Matthews gave a sketch of the work of the Commission.

Candy pulls were in order the Wednesday before the day of prayer. Wood indulged in one, to which a few friends from the other houses were invited, from after dinner until Silent Time, which was kept by a prayer meeting. At Stone Hall Silent Time was omitted and the ten o'clock bell changed into a half past ten one, while the girls made merry. Let us hope for many more such delightful times.

Miss Peshine of Newark, New Jersey, has been visiting the Misses Green at Stone Hall.

There is a genial something in the Main Building, an omnipresent something, which appears alike in dining hall, chapel and recitation room, a something which provoketh laughter in those wont to giggle easily, and calleth forth a smile on countenances long unused to facial convulsions. And yet this something is a very common colored and all. Its eyes are green as they should be, its whiskers are black, and so is its nose. It caused great commotion among the more impressionable of the hearers at Vespers Sunday night, because, forsooth, it thought that it too could teach a lesson, and, mounting upon the platform, tried its best to get into the pulpit by means of its slippery sides and the tassel of the Bible marker. But alas! its lesson was never taught, for vespers came to an end before it got to a position of sufficient prominence.

Miss Alice Corthell, formerly of '94, was at the college last week.

The Art Society held its regular meeting in the Art Building last Saturday evening. The program opened with the representation of Albert Moore's "Yellow Marguerites;" followed by "Elaine," representing modern sculpture, and the Niobe group, representing the sculpture of the Greeks. Miss Rogers, '92, read a paper on the Powers Gallery in Rochester, illustrating with photographs of some of the finest examples of painting found there. The various theories of Art held by Ruskin, Emerson, W. W. Story, and others, were shown in a reading by Miss Whitlock. After two charming little songs by Miss Sheldon, the meeting was closed by Miss Woodin's talk on the noticeable paintings of the exhibition by the Boston Art Club.

Mr. Willard Small, a bookseller in Boston, who furnishes both Wellesley and Harvard with mathematical books, says that he sells more books of higher mathematics to Wellesley than to Harvard.

Miss Jean Evans was at the college last Monday.

The coming of Mr. Charles N. Allen's Beethoven Club is looked forward to at Wellesley with great pleasure every year, both on account of the delightful playing of the club itself and Mrs. Allen's charming singing. The artists on Monday evening were Mr. Charles N. Allen, violin; Mr. Albert Van Raalte, violin: Mr. G. B. Roneoni, flute; Mr. Edwin A. Sabin, viola: Miss Georgia Pray, violoneello: Mr. Augustus Ellis, contra basso, and Mrs. E. Humphrey Allen, soprano. Professor Hill played the piano accompaniments. The following was the

PROGRAM.

Gouvy. Two Movements from Sextette. Op. 12
Pastorale—Intermezzo

Massenet, Air de Salome, "Herodiade"

Volkman, Serenade in D. Op. 69. No. 3
(Violoncello obligato)
Largh etto—Andante—Prestissimo
Allegro non tanto—Andante—Larghetto

Demersemann, Flute Solo. Souvenir de Chopin

Blodgett, Four Sketches for Sextette (Ms.)
Allegretto con moto
Andante Cantabile
Scherzo: Presto
Andante Moderato
(For the Beetboven Club)

Mozart, First Movement from Symphonic Concerto for Violin and Viola
(Cadenza by Hans Sitt)
Accompanied by Piano, Violin, Cello, Basso, Flute

Bach-Gounod, "Ave Maria"
(For Voice, Violin Piano, Organ part by String Quartette.)

Liszt, Hungarian Rhapsodie, No. 1
(Arranged for Sextette)

The two movements from Gouvy were given in a charming manner, the pastorale with great delicacy, and the intermezzo with a bright energy. Mrs. Allen sang first in the Air de Salome, and proved herself to be in very good voice. Mr. Ronconi's flute solo was delightful, and he generously responded with an encore. Mr. Allen and Mr. Sabin brought great applause in the Mozart movement, and Mrs. Allen was eagerly welcomed in the beautiful "Ave Maria." She was compelled to respond to the applause, and gave a charming little song. Liszt's "Hungarian Rhapsodie" was perhaps the best rendered and most enjoyable number on the program.

The Victim's Lament.

BY L. E. L.

If your head and back are aching
Quite as much as you desire:
If your body's slowly baking
With a fierce and fitful fire;
If your cough is most distressing,
Spite of all the drugs you sip,
Then I'm surely right in guessing
That
you've
been
and
caught
the "Grippe."

If a prey to melancholy,
And most deeply, darkly "blue;"
If you really can't be jolly,
Spite of everything you do;
If you sort o' sadly wonder
Why you're left aboard life's ship,
Then I'm sure I make no blunder
When
I say
you've got
the "Grippe."

If you've had an invitation
To a most delightful place,
Where you knew the conversation
Would be full of wit and grace;
And 'cause you were not well enough
You had to let it slip,
I guess you'd think it "pretty rough"
To have
to have
the "Grippe."

Smith College Glee Club gave a concert recently in New York, to raise money to pay the debt on the new gymnasium. —*Ex.*

Harvard has nearly 300 recitations and lectures a week. Yale 119, University of Michigan 104, and Princeton 75. —*Ex.*

EXCHANGES.

An examination of the table of contents of the *Vassar Miscellany*, a retrospective glance at the *Bryn Mawr Lantern* which came to us last month, and a recollection of the literary numbers of the PRELUDE, combine to convince one that an important and interesting feature of the college journals edited by men is lacking in our publications. *The Miscellany* offers us excellent reading on *The Lyrics of Horace and Catullus*, and *The Yarrow Poems of Wordsworth*, but why let our interest be wholly taken up by classic authors and well-thumbed subjects? The discussion of *The Reaction against Ibsen*, *The Realists and Idealists* of the day, and their respective claims on us; of *French Fiction* and its place in modern thought, such as appear in any of the numbers of the *Yale Literary* or *Harvard Monthly*, find no counterpart in the papers of women's colleges. The explanation easiest to urge — that we prefer to give our attention to writers of established reputation, secure in the conviction that this at least is worth our while — will hardly be advanced by college girls who pretend to any individuality of literary taste; the second, and perhaps truer reason for our silence — that we know so little of Daudet or Tolstoi, or De Maupassant or Ibsen as to have no opinions — should hardly be advanced by any people who will have to face the problems proposed by these men and expect to do their share in solving them.

Vassar is to be congratulated on the addition of a course in Musical Theory and History to its curriculum, and the incorporation of the Art and Music school into the college proper. A protest against the honor system, under which Vassar students still labor, appears among *Points of View*.

The poetry this week is unusually poor. Even *The Brunonian* gives us nothing better than

NOW-A-DAYS.

"Oh, yes," said she,
"I'd like to be
Engaged to you
A year or two.
But you must understand ahead
That I have no intent to wed."

The census of the religious preferences of the entering class of five hundred and four Cornell students has just been printed; and from it we learn that two hundred and eighty-four are church members and one hundred and forty-six are churchgoers, thus leaving only seventy-four who are regardless of the church. It appears that the majority of the students of the class belong to the Presbyterian, Episcopalian, Methodist, Congregationalist and Baptist denominations.— *New York Sun.*

The Amherst Literary Monthly has an excellent leading article on *Pre-Raphaelitism and Rossetti's "House of Life,"* in which truth to detail, mysticism, and religious fervor are pointed out as the three striking and indispensable characteristics of the paintings and poems of the P. R. B.

The University Magazine for January has an account of *Smith College at Northampton*: Its *Growth* and *Womanhood*. The article is of general interest. W. G. Eliot, Ph. D. sets forth briefly and clearly the advantages of Columbia's new site, at 116-120 street, the grounds of the Bloomingdale Asylum, and appeals to the Astors and Goulds of the alumni for gifts.

The Nassau Literary Magazine publishes as its leading article a prize oration on *Religion and Philosophy*, by Le Roy Gresham. Although "man without philosophy is the helpless victim of a childish credulity, and man without religion is a motiveless puppet on the stage of life;" although the one is "the truth

which God imparts to man in his earliest childhood: the other, the truth which God permits man to seek for himself at maturity," yet there exists between the two a deep and abiding harmony; a harmony which makes of man's religion the *motive* of man's philosophy.

A charming poem on *My Lady Jane* appears in the same magazine, and the following:

TO TO-DAY.

I hastened toward this spot of sunlight's sheen
And quite forgot the dull, brown path between;
Waiting expectantly my promised May
I'll soon forget *you*, poor, dull, common day.

Jesse Lynch Williams.

A FUNERAL!

By Frederic Lawrence Knowles.

In the darkness and chill of the night,
Not a star overhead,
With a face, oh, hopeless and white,
She buried her dead.

No ritual heard by the bier;
Save a faint, wailing cry—
The litany low of a tear,
The prayer of a sigh.

And she planted no flowers above
In the silence and gloom;
For he whom she buried was *Love*
And her breast was the tomb.

Wesleyan Argus.

MAGAZINES.

THE FORUM. Mr. Hamilton Wright Mabie singles out the best books of the past year in America, and characterizes them briefly in his article on *A Year's Literary Production*. William Dean Howells and Thomas Nelson Page receive first mention among novelists, while Nicolay and Hay lead in biography. Mr. Aldrich's poems are the best of the year, and Mr. Kennan's *Siberia* has a paramount interest aside from the question of its value as literature. Two prominent *Scientific Experiments* in *Philanthropy* are described and commented on. Prof. Francis G. Peabody tells us the *German Labor Colonies for Tramps* provide a much more thorough and systematic plan of municipal and state charity than anything we have yet achieved, and Dr. Albert Shaw, in reviewing *A Year of General Booth's Work*, says although "one may criticise the Salvation Army from every point of view, yet when he has said all that can be said, it remains true that there exists to-day no other organization that can compare with it for economical and efficient work among the poor of the English-speaking cities."

THE NORTH AMERICAN REVIEW. Roger Q. Mills and Thomas B. Reed discuss the functions of *Mr. Speaker* from opposite points of view. The former maintains that no power can go back of the roll-call to count a quorum, while the latter defends his position of last winter by saying common sense is the best sense, and the majority must rule. Lady Henry Somerset compares London and New York as to *The Darker Side* of their life, and finds New York to have the advantage in three respects. Her quotum of submerged poor is smaller; they are individually more self-reliant: their women are more self-respecting. A race of paupers exists in England: in America an hereditary class of idlers strikes one as an anomaly—at whichever end of the social scale it may occur. *As The Best Book of the Year*, Sir Edwin Arnold names Zola's *La Bete Humaine*; Gail Hamilton *The Maybrick Case*, by Alexander MacDougall; Agnes Repplier *The Decay* of *Lying*, an essay by Oscar Wilde; Amelia E. Barr, Rev. Adam Sedgwick's *Life and Letters*, Rev. Dr. C. A. Briggs, *The Origin and Religious Contents of the Psalter*, by Canon Cheyne: Julien Gordon *Justice*, by Herbert Spencer: Dr. Wm. A. Hammond *The Century Dictionary*.

BOOK NOTICES. *French Fairy Tales*. Edited by Edward A. Jaynes, M. A. Published by D. C. Heath & Co. A collection of some half dozen familiar fairy stories, includ-

ing *Cendrillon, La Belle et La Bete, La Barbe Bleue* and others as dear to every childish memory. The reading is simple and easy while the vocabulary and notes bring the stories within reach of every one not absolutely ignorant of the French language.

The *Elements* of *Plane and Solid Geometry*. By Edward A. Bowser, L. L. D. (D. C. Heath and Co. $1.35, cloth.)

Plane Geometry (on the Hewristic plans, for advance work.) G. Irving Hopkins. (D. C. Heath & Co., Boston.)

Introduction to the Study of Robert Browning's Poetry, by Prof. Hiram Corson, This new edition contains five essays on Browning's poetry, and over thirty characteristic poems including *A Death in the Desert*. A half tone reproduction of photograph of the poet prefaces the collection, together with a personal letter to the author. (D. C. Heath & Co.)

SUGGESTIONS TO THE UNINITIATED. ADAPTED.

Do not subscribe for the PRELUDE, but read your room-mate's, or borrow a copy left at the door across the hall. Should this be impracticable, subscribe, but do not pay up your subscription; if the editors want to run a paper, they can pay for it — besides, the object of a college publication is pleasure, not profit. If you write stories or poems, save them until the *Atlantic* or *Century* asks you for them: if your friends write, tell them their productions are too good for a college paper, and urge them not to contribute.

Criticise the character and style of the literary articles, the nature of the news, exclaim at the lack of poetry and original thought, and above all remember that you have no interest in maintaining or elevating the paper, but only in abusing and neglecting it. Blame the editors for what it has not. tell everybody what it ought to have, and give nobody any credit for what it has.

AULD ACQUAINTANCE.

The request is made that every member of the class of '91 who ordered a class-book and has not yet received one, should send her correct address to Miss Sallie Reed, 34 West Second street, Portsmouth, Ohio.

The address of Miss Harriette F. Sawin, '91, is Lincoln, Mass.

Miss Margaret Wrenn, '91, is spending the winter with her sister in Philadelphia.

The Chelsea High school now boasts four Wellesley graduates in its corps of teachers: Misses Alice M. Allen, '85, Retta L. Winslow, '88, Emilie N. de Rochemont, '89, and Alice S. Clement, '91.

Miss Theodora Kyle, '91, has accepted a position in the Plattsburgh (N. Y.) Normal school.

Miss Kent R. Dunlap, '90, is assistant in the Minneapolis public library.

Miss Caroline E. Noble, '90, is teaching in Hubbardston, Mass.

The address of Mademoiselle See is for the present 222 Madison avenue, New York.

BORN.

In Philadelphia, Pa., Jan. 16, a son to Mrs. Jennie Childs Potter, student at Wellesley, '82–'84.

DIED.

In Sabeiz, Persia, Nov. 23, 1891, Samuel Rhea Wilson, aged 2 years, only child of Mrs. Annie Rhea Wilson, student at Wellesley in '81.

In Saxton's River, Vt., Dec. 27, 1891, Ethel Baldwin, student at Wellesley, '85–'88.

In New Bedford, Mass., Jan. 21, Tristram Dennison, father of Miss Louise A. Dennison.

Williams, Dartmouth and Columbia, have dispensed with commencement exercises.—*Ex.*

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Stir in gently one-half of the cream dressing and pour the balance over the whole. Garnish the top with sliced hard-boiled eggs and gherkins, and sprigs of fresh parsley.

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